

**Grade 2: Weeks 13-18 November 12- January 11
2012-2013**

Standards		Lessons	Teacher Notes
Learning Targets for each Standard reflect the benchmark that students must learn during that grading period.			
2.OA.4 Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and 5 columns; write an equation to express the total as a sum of two equal addends. Learning Target: I can use addition to find the total number of objects arranged in rectangular arrays.	★ ►	To address the KCAS Standards, the following should be included in instruction: Math Investigations Unit 5 Sessions: <ul style="list-style-type: none"> 1.1-1.4 Unit 6 Sessions <ul style="list-style-type: none"> 5A.1-5A.5 1.1-1.4 2.1-2.6 3.1-3.4 4.1-4.4 Classroom Routines <ul style="list-style-type: none"> ✓ Today's Number ✓ Quick Images ✓ How Many Pockets ✓ What Time is It? <p align="center"><u>GAP LESSONS</u></p> 2.NBT.4 <u>Ordering Cards</u> <u>Comparing Numbers</u>	KCAS Note: 2.OA.4 This is the foundation for multiplication, for students who are ready, they can be introduced to the multiplication concept.
2.NBT.1 Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g. 706 equals 7 hundreds, 0 tens, and 6 ones. Understand the following special cases: a. 100 can be thought of as a bundle of ten tens-called a "hundred." b. The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900, refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones) Learning Targets: I can explain the value of each digit in a 3-digit number. I can explain the relationship between ten tens and a hundred.	©		

<p>2.NBT.4 Compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using $>$, $<$, and $=$ symbols to record the results of comparisons.</p> <p>Learning Target: I can compare two three-digit numbers based on place value using the symbols $>$, $<$, and $=$.</p>	<div>★ ★ ▶</div>	<p><u>Vocabulary</u> representation, table, column, row digit, hundreds, tens, ones, story problems, nickel, penny, dime, cents, multiple, skip counting, expanded form</p> <p>http://www.amathsdictionaryforkids.com/</p>													
<p>2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Learning Targets: I can fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction.</p>	<div>Ⓢ</div>	<table><tr><th colspan="2">Formative Assessments Opportunities</th></tr><tr><td>2.OA.4</td><td></td></tr><tr><td>2.NBT.1</td><td></td></tr><tr><td>2.NBT.4</td><td></td></tr><tr><td>2.NBT.7</td><td></td></tr><tr><td>2.NBT.8</td><td></td></tr></table>	Formative Assessments Opportunities		2.OA.4		2.NBT.1		2.NBT.4		2.NBT.7		2.NBT.8		
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<p>2.NBT.8 Mentally add 10 or 100 to a given number 100-900, and mentally subtract 10 or 100 from a given number 100-900.</p> <p>Learning Targets: I can mentally add and subtract 10 or 100 to a number within 1000.</p>	<div>★ ▶</div>														